

**THE EFFECT OF USING THE POSTER CAROUSEL TECHNIQUE
TOWARD SPEAKING ABILITY OF THE SECOND YEAR
STUDENTS AT STATE SENIOR HIGH SCHOOL
3 MANDAU BENGKALIS REGENCY**



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PEKANBARU
1434 H/2013 M**

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Thesis

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for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Mardiyanti Aida Putri (2012). The Effect of Using The Poster Carousel Technique toward Speaking Ability of The Second Year Students At State Senior High School 3 Mandau Bengkalis Regency

Problems experienced by students at State Senior High School 3 Mandau Bengkalis Regency in speaking English really needed the correct solution. In this case, the teacher was expected to find a good technique to improve the students' speaking ability by applying the poster carousel technique as a replacement of previous technique.

This research was conducted with purpose to know whether there is a significant effect of using the poster carousel technique toward speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency.

The researcher carried out the formulation of the problems that would be answered by using the research quantitative. That was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. To analyze the data, the researcher used *independent t-test formula and Kp* by using SPSS 16.0.

The result of analyzing data of t-test was 6.146. It was compared to *t-table* at significant level 5 % (1.99) and at the significant level 1 % (2.64). ($t_{\text{observation}}$) t_o was higher than *t-table*. In conclusion, null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted which showed $1.99 < 6.146 > 2.64$. From the result of percentage of *Kp*, it can be seen that the poster carousel technique contributed 32.78% for students' speaking ability. In other word, there was significant effect of using the poster carousel technique toward speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency.

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The title of this thesis is the effect of using the poster carousel technique toward speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency.

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Finally, the writer really realizes that there are still some weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

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Pekanbaru, August 10th, 2012

The writer

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LIST OF CONTENT

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL.....	ii
ACKNOWLEDGEMENT	iii
DEDICATION.....	v
ABSTRACT.....	vi
LIST OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF HISTOGRAM.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. The Background of the Problem	1
B. The Definition of the Terms.....	5
C. The Problem	6
1. The Identification of the Problem	7
2. The Limitation of the Problem.....	7
3. The Formulation of the Problem	8
D. The Objective and the Significance of the Research.....	8
1. The Objective of the Research	8
2. The Significance of the Research.....	9
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. The Theoretical Frameworks	10
1. The Nature of Speaking	10
2. The Speaking Ability	13
3. The Teaching Speaking.....	17
4. The Definition of the Poster Carousel Technique.....	20
5. The Concept of th Poster Carousel Technique.....	21
6. The Procedure of the Poster Carousel Technique	25

7. The Advantages of the Poster Carousel Technique	26
B. The Relevant Research	27
C. The Operational Concept.....	28
D. The Assumption and Hypothesis	30
1. The Assumption	30
2. The Hypothesis	30
CHAPTER III THE RESEARCH METHOD.....	31
A. The Research Design.....	31
B. The Location and Time of the Research.....	32
C. The Subject and the Object of the Research.....	32
D. The Population and Sample of the Research.....	32
E. The Technique of Collecting the Data.....	34
F. The Technique of Data Analysis.....	46
CHAPTER IV DATA PRESENTATION AND ANALYSIS	48
A. The Description of the Research Procedures	48
B. The Data Presentation	49
C. The Data Analysis	59
CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion	69
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLE

Table III.1	The Research Design.....	32
Table III.2	The Population of The Second Year Students at State Senior High School 3 Mandau.....	33
Table III.3	The Sample of the Research.....	33
Table III.4	Speaking Assessment.....	35
Table III.5	The Specification of the Test	36
Table III.6	Topic of the Teaching Speaking in Each Meeting.....	38
Table III.7	The Validity of Speaking Test in Control Class.....	40
Table III.8	The Validity of Speaking Test in Experimental Class.....	42
Table III.9	Correlations.....	44
Table III.10	The mean and Standard Deviation of Pre-test in Experimental and Control Class.....	45
Table IV.I	The Score of the Students' Speaking Ability Taught by Using Three Phase Technique.....	50
Table IV.2	The Distribution of Frequency of Students' Pre test and Post Test Score in Control Class.....	51
Table IV.3	The Score of the Students' Speaking Ability Taught by Using the Poster Carousel Technique.....	53
Table IV.4	The Distribution of Frequency of Students' Pre test and Post Test Score in Experimental Class.....	55
Table IV.5	Students' Speaking Score of Pre-Test and Post-Test of Control and Experimental Class.....	56
Table IV.6	Students' Pre-Test and Post-Test of Control Class and Experimental Class.....	56
Table IV.7	Mean and Standard Deviation of Students' Pre-Control Score...	59
Table IV.8	Mean and Standard Deviation of Students' Post-Control Score..	60
Table IV.9	Mean and Standard Deviation of Students' Pre-Experimental Score.....	60

Table IV.10	Mean and Standard Deviation of Students' Post-Experimental Score.....	62
Table IV.11	Group statistic.....	64
Table IV.12	Independent Sample T-Test.....	64

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Learning English is very important for all people in the world. It can be seen that many people use it to communicate to the others from different countries. Realizing the importance of English, Indonesian government includes English in curriculum as a compulsory subject from kindergarten up to university. English is studied in four language skills, as Brown says that “The teaching of English constantly emphasizes upon the four language skills, namely; listening, speaking, reading, and writing as of paramount importance.”¹

The mastery of speaking skills in English is a priority for many second or foreign-language learners. In speaking, the students are expected to be able to speak and interact orally from one to each other, to get or convey the information and meaning. Hasibuan and Ansyari stated that “The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.”²

Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. They assess their progress in terms of their accomplishments in spoken communication.

¹Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: PrenticeHall Regents, 1994), p.217

²Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language TEFL* (Pekanbaru: Alfa Riau Graha UNRI Press, 2007) p.102

Consequently, students must understand what components that are involved in speaking skill to measure their speaking proficiency, such as accent, grammar, vocabulary, fluency, and comprehension³. All of the elements are valuable to improve the ability of students in learning speaking. It is because speaking is used for various purposes, formal and informal situation.

Leaver says that there are probably nearly many reason and purpose why people studying a foreign language. Take a look at some of the reasons why most of students studying a foreign language especially learning speaking, such as:

- a. Gaining skills for a job
- b. Gaining access to foreign bodies of knowledge
- c. Traveling abroad
- d. Studying abroad
- e. Working abroad
- f. School requirement
- g. Personal edification
- h. Interest in linguistics
- i. Parental influence
- j. Becoming familiar with your heritage
- k. Understanding people in your neighborhood
- l. Maintaining knowledge⁴

³Arthur Huges, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003) p.131-132

⁴Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition* (New York: Cambridge University Press, 2005), p.4

Hopefully because of that several reasons can make students have high motivations in learning foreign language. In other sides, having a high level of foreign-language proficiency can help people to get many knowledge and use it in daily activities and life. Especially in having speaking ability because speaking is used in communication interaction.

In order to accomplish students' needs toward speaking, School Based Curriculum (KTSP) provides speaking as one of the skills in mastering English that must be taught and learned in senior high school. State Senior High School 3 Mandau Bengkalis Regency is one of schools that also uses (KTSP) as its guidance in teaching and learning.

Based on KTSP, there are some basic competences that should be achieved by the second year students of senior high school. "The students are able to express the meaning of transactional (to get thing done) and interpersonal (to socialize) by the express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition include expressing love, sorrow, attention, embarrassment, anger, attitude, and annoyance." ⁵

Based on preliminary observation done on 10 March 2011, the writer found that speaking has been taught by using some technique such as story telling technique, discussion method, and three-phase technique. In three phase technique, the teacher shows the example of spoof and hortatory exposition, and explains the elements of spoof and hortatory exposition such as: the purpose of

⁵ Mimi Amriza, Syllabus of State Senior High School 3 Mandau Bengkalis Regency (Duri: Unpublished) pp. 45-55

the text, the text organizations, and the language features. After that, teacher giving the topic to the students and then ask them to speak up about that topic.

From the explanation above, the teacher has taught the students well. But in fact, some of the students of the second year students at State Senior High School 3 Mandau Bengkalis Regency didn't speak English well. It can be seen from the following phenomena:

1. Some of the students find difficulties to express their ideas in English.
2. Some of the students are not able to comprehend their speaking performances.
3. Some of the students are not able to pronounce English accuracy
4. Some of the students are not able to speak fluently
5. Some of the students are not able to understand what the speaker says
6. The teaching technique not give a good contribution in teaching speaking.

To improve the students' speaking ability, it is necessary for language teacher to foster speaking skill on their students. It needs an appropriate technique to be used as a solution in teaching and learning process. There is actually a technique that can help teacher to improve the students' speaking ability, it is called the Poster Carousel Technique. This technique is a task repetitions for task based learning that affecting not only on the fluency but also the accuracy and complexity of the learner's production, which gives learners

opportunities to repeatedly use their knowledge of the English language.⁶ Based on the explanation above, writer is interested in researching the problems above in a research entitled: **“THE EFFECT OF USING THE POSTER CAROUSEL TECHNIQUE TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS AT STATE SENIOR HIGH SCHOOL 3 MANDAU BENGKALIS REGENCY”**

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definitions of the key terms, they are as follows :

1. The Poster Carousel Technique

The Poster Carousel Technique is a technique in task based learning that affecting not only the fluency but also the accuracy and complexity of the learner's production. This technique involves cooperative group collaboration that activate students prior knowledge on given on a poster, text or jurnal based on topic then students presenting their ideas based on the poster or text and other groups then asking a question to get more explanations about the posters or texts.⁷ In this research, the poster carousel is a technique that used by the researcher to know its effect toward students' speaking ability.

2. Speaking Ability

According to Bygate, as quoted by Nunan defines that "Speaking is oral interaction where the participants need to negotiate the meaning contained in

⁶ Eiko Nakamura, August (2007) Effect of Task Repetition in "Poster Carousel", *The Japan Association for Language Teaching JALT*, Volume 29, Number 5

⁷ Scott Thornbury, *How to Teach Speaking* (London: Pearson, 2005) p.87

ideas, feelings, and manage in terms of who is to say what, to whom, and about what.”⁸

Kumaravadivelu says that “The term of language knowledge/ability is used to refer to the level of overall language know-how that a competent language user has, or a language learner seeks to have.”⁹

Speaking ability is a competent language user or language learner in having oral interaction to negotiate the meaning as Thurnbury says that “Speaking ability is a proficiency of using the language orally.”¹⁰

C. The Problem

1. Identification of the Problem

Based on the background of the problems above, it can be identified that there are factors that cause students’ speaking problems. Firstly, the problem is from students themselves namely: the students are weak in producing sentences appropriately, having lack of vocabulary, pronouncing words correctly, expressing ideas, and comprehending the topic discussed in speaking term. Secondly, the problems is from previously inappropriate speaking techniques applied by the teacher in teaching speaking.

2. Limitation of the Problem

Based on the identification of the problem above, the writer only limits the research on the problems of identification of problems, namely: the

⁸ David Nunan, *Language Teaching Methodology: A Text Book for Teachers* (New York: Prentice Hall, 1991), p. 40

⁹ B. Kumaravadivelu, *Understanding Language Teaching: From Method to Postmethod* (New Jersey: Lawrence Erlbaum Associates Publishers, 2006), p.23

¹⁰ Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching* (Kuala Lumpur: Macmillan, 2006), p.208

students are still weak in producing sentences well, expressing their ideas, having lack of vocabulary, and comprehending the topic discussed in speaking term and inappropriate speaking technique applied by the teacher previously. Therefore, the writer would like to try giving a big contribution in students' speaking ability by using the poster carousel technique.

3. Formulation of the Problem

The problems are formulated as follows:

- a. How is students' speaking ability taught by using three phase technique of the second years student at State Senior High School 3 Mandau Bengkalis Regency?
- b. How is students' speaking ability taught by using the poster carousel technique of the second years student at State Senior High School 3 Mandau Bengkalis Regency?
- c. Is there any significant difference on the students' speaking ability between the class taught by using three phase technique and the class taught by using the poster carousel technique of the second years student at State Senior High School 3 Mandau Bengkalis Regency?
- d. Is there any significant effect of using the poster carousel technique toward students' speaking ability of the second years student at State Senior High School 3 Mandau Bengkalis Regency?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the information about the students' speaking ability taught by using three phase technique of the Second Year Students at State Senior High School 3 Mandau Bengkalis Regency.
- b. To find out the information about the students' speaking ability taught by using the poster carousel technique of the Second Year Students at State Senior High School 3 Mandau Bengkalis Regency.
- c. To find out the information about the difference between students' speaking ability taught by using three phase technique and using the poster carousel technique of the Second Year Students at State Senior High School 3 Mandau Bengkalis Regency.
- d. To find out the information about the effect of using the poster carousel technique toward students' speaking ability of the Second Year Students at State Senior High School 3 Mandau Bengkalis Regency.

2. Significance of the Research

The significances of the research as follows:

- a. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- b. The research findings are expected to give the positive contribution to the teacher and institutions related to the process of teaching and learning English especially in term of using the poster carousel technique toward students' speaking ability.
- c. This research findings are also expected to develop the theories on teaching and learning English as a foreign language and for those who

are concerned very much in the whole of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frameworks

1. The Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in peoples' daily life, almost of every aspects in our life is covered by speaking. To most people, mastering speaking is one of the most important aspects of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language.

Various definitions of speaking have been given by many theorists. According to Bygate, as quoted by Nunan defines that "Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what." ¹ Meaning that, speaking is used to make our listener understand our expression. In addition, speaking in a second or foreign language will be facilitated when learner are actively engaged in attempting to communicate.² In conclusion, speaking ability is the ability of the person to express his or her ideas, feelings, or something in his mind to others.

Speaking is a very important skill in mastering English for students who learn English required mastering the ability to communicate with each other. When someone who has mastered in speaking, he or she will not have difficulties to express his or her ideas, thoughts, and feelings. It can be practiced in daily

¹ David Nunan, *Loc. Cit.*, p. 40

² *Ibid.*, p. 51

questions, making conversation with friends, and conveying English speech in front of the class.

Talking about speaking as communication, we cannot separate it with the language as Brown says “Language learning is primarily a matter of transforming perceptions into conceptions. Language is means of thinking, of representing the world to oneself.”³ So we use language to represent our conceptions that usually express by speaking.

To transforming perceptions into conceptions the speakers need several competence such as a communicative and sociolinguistic competence to produce a good speaking performance that effecting on having a good English proficiency.

Communicative competence consists of grammatical competence as well as sociolinguistic competence, that is, factors governing successful communication. Hymes identified these factors, and has used an acronym SPEAKING to describe them :

Setting refers to the place and time in which the communicative events takes place.

Participants refers to speakers and hearers and their role relationships.

Ends refers to the states or unstated objectives the participants wish to accomplish.

Act sequence refers to the form, content, and sequence of utterances.

Key refers to the manner and tone (serious, sarcastic, etc) of the utterances.

Instrumentalities refers to the channel (oral or written) and the code (formal or informal)

Norms refers to conventions of interaction and interpretation based on shared knowledge.

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Longman, 2000), p.44

Genre refers to categories of communication such as lecture, report, essay, poem, and so forth.⁴

In the communicative model of language teaching, the teachers or instructors help their students develop this body of language by providing authentic practice that prepares students real-life communication situations. They help their students develop the ability to produce grammatically correct, connected sentences, and using acceptable pronunciation.

So, the communicative model of language teaching can improve the students speaking ability. The concept of speaking process have several stage such as executive process and overt speech, as Levelt says in Weir, the Concept of the speaking process are:

a. Executive process

- 1) *Conceptualizer*: The speaker will monitor messages before they are sent into the formulator.
- 2) *Pre-verbal message*: product of the conceptualization.
- 3) *Linguistic formulator*: includes grammatical encoding and phonological encoding which accesses lexical form.
- 4) *Phonetic plan*: an internal representation of how the planned utterance should be articulated; internal speech.
- 5) *Articulator*: the execution of the phonetic plan by the musculature of the respiratory, the laryngeal and the supra-laryngeal systems.

b. Overt speech

⁴ B. Kumaravadevelu, *Loc. Cit.*, p.9

- 1) *Audition*: understand what is being said by others or self, i.e., interpret speech sounds as meaningful words and sentences.
- 2) *Speech comprehension*: involves access to various executive resources. A representation is formed of the speech in terms of its phonological, morphological, syntactic and semantic composition.
- 3) *Monitoring* both of internal and external speech can be constantly in operation, though sometimes this filter is switched off.
- 4) *Executive resources*: Language knowledge, such as grammatical, discursal, functional, sociolinguistic, and content knowledge.⁵

2. Speaking Ability

Speaking is one of the communicative competence that relating to people in social relationship and social expectation. In speaking term, speaker and interlocutor outward appearance in which both yield immediate feedback form of verbal and non-verbal. In addition to appear take and give, problem and carries can be clear up and more complete transition of meaning obtained.

Speaking is a very important skill in mastering English for students who learn English to communicate with each other, speaking needs some component that have a crucial meaning in speaking skill, they are: pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

⁵ Cyril J. Weir, *Language Testing and Validation: An Evidence-based Approach* (New York: Palgrave MacMillan, 2005), p.104

Derwing and Munro states that having a good pronunciation of the language can help in normal communication, particularly intelligibility.⁶ Pronunciation is a very important part of learning the spoken language. Therefore, as an English teacher, you not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

b. Grammar

Leaver says that knowledge of target-language grammar, sometimes called structure (or forms), and syntax (word order) is an equally important aspect of second or foreign-language acquisition. Words alone are not enough to communicate. The words must come, in most languages, in a certain order and take a certain shape, or they will not be understood and your message will not be conveyed⁷ Grammar is one of the language components in speaking. Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

c. Vocabulary

One of the important aspects that support speaking in a certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays an important role in speaking skill. It cannot be ignored in speaking learning. As Leaver says that vocabulary learning is one of

⁶ I.S.P Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p.75

⁷ *Ibid.*, p.21

the sets of enabling knowledge and a critical aspect of developing the ability to use your foreign language in useful ways.⁸

d. Fluency

Schmidt has said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk.⁹ It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

e. Comprehension

Comprehension is knowing about something; ability to get the knowledge what have been learn. It derived from the students them selfest who are able to understand the lesson.

Canale and Swain propose that communicative competence includes gramatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of linguistic system and the functional aspects of communication, respectively. In the framework of Canale and Swain saying the components underlying speaking effectiveness (speaking proficiency) are :

a. Grammatical Competence

⁸ Betty Lou Leaver, *Loc. Cit.*, p.20

⁹ I.S.P Nation and J. Newton, *Op. Cit.*, p.151

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly which contributes to their fluency.

b. Discourse Competence

Discourse competence is concerned with intersentential relationship. In discourse, whether formal and informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentence and following sentence.

c. Sociolinguistic Competence

Learners must have competence which involves knowing what is expected socially and culturally by users of the target language: learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistics side of language helps learners know what comments are appropriate, how to ask

questions during interactions and how to respond nonverbally according to the purpose of the talk.

d. Strategic Competence

Strategic Competence is the way learners manipulate language in order to meet communicative goals, is perhaps the most important of all the communicative competence elements. It is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules with reference to speaking.¹⁰

From several theorists above many ideas about the components of speaking ability and speaking proficiency have been explained. Learners should know each component to have a good speaking ability and proficiency to improve their speaking performance in communicative competence.

2. Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. “The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production.”¹¹

According to Nunan, there are many principles that every teacher should consider while planning a speaking course:¹²

- a. Be aware of the differences between second language and foreign language learning contexts.

¹⁰Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002) p.206-208

¹¹Arthur Hughes, *Loc. Cit.*, p.113

¹²David Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill Education, 2003), p.54-56

A foreign language (FL) context is one where the target language is not the language of communication in the society. A second language (SL) context is one where the target language is the language of communication in the society

- b. Give students practice with both fluency and accuracy.

Accuracy is the extent which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

The learners take on diverse speaking roles when the teacher is removed from the conversation, that are normally filled by the teacher

- d. Plan speaking tasks that involve negotiation for meaning

Negotiating for meaning is when learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Learners are expected to be able to produce the language they learn.

Brown says that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, method, and classroom technique¹³

Because of that in teaching and learning process the teacher should be able to encourage the students by creating an atmosphere which shows students that their experimentation and questions are welcome. Teachers can spend some time discussing how to learn with them, guiding them toward their own best method study. In order to make the students have several successful characteristics in learning as follows:

- 1) *A willingness to listen* : good learners listen to what's going on- not just in the sense of paying attention, but also in term of really listening to the English that is being used, soaking it up with eagerness and intelligence.
- 2) *A willingness to experiment* : many good learners are not afraid to 'have a go'. They are prepared to take risks, to try things out and see how it works.

¹³H. Douglas Brown, *Loc. Cit.*, p.7

- 3) *A willingness to ask questions* : Good teachers frequently invite students to ask if they don't understand something.
- 4) *A willingness to think about how to learn* : good learners bring or invent their own study skills when they come to a lesson.
- 5) *A willingness to accept correction* : good learners are prepared to be corrected if it helps them.¹⁴

From several successful characteristics in learning above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability

3. The Definition of the Poster Carousel Technique

The poster carousel technique is one of technique of a repetition task in task based learning that involves in cooperative group collaboration, students given on a poster or text based on the topic then presenting what each group in the class contributed to that poster or text, students then asking question about each one, with a view to get as clear as possible idea of its poster or text content. Poster or jurnal paper will travel from each group, with each group adding to the responses of previous groups. and those who have been asking questions then stand by their own posters and become interviewees.¹⁵

The poster carousel technique is the technique that use "poster" as an instrument in the proces of teaching and learning English in the classroom because posters are used to attract and hold attention, so the students can develop their idea. Mekler said that there are many types of posters.

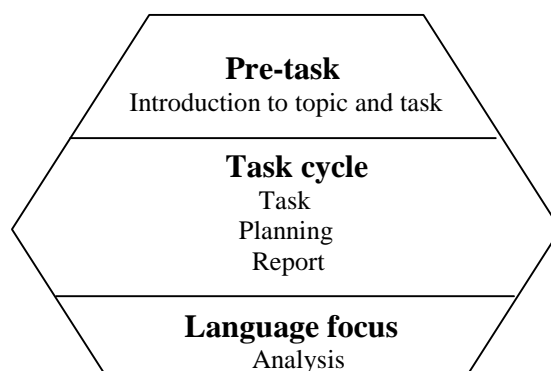
¹⁴ Jeremy Harmer, *How to Teach English* (Cambridge: Longman, 2001), p.10

¹⁵ Scott Thornbury, *Loc. Cit.*, p.87

- a. Propaganda or Political posters
- b. Advertaising posters : film posters and comic book posters
- c. Event posters : Boxing posters and concert posters
- d. Educational posters : research posters and “poster session” and classroom posters
- e. Other : cheesecake posters, fan posters, affirmation posters, and band/Music posters.¹⁶

4. The Concept of Poster Carousel Technique

The Poster Carousel technique is one of the techniques for task based learning. Thurnbury said that the poster carousel technique is a technique for teaching speaking that affecting not only the fluency but also the accuracy and complexity of the learner’s production.¹⁷ Willis suggests three basic stages of task based learning, Pre-task, The task cycle, and The language focus :¹⁸



¹⁶Kelly Jo Rowan, August (2008), *SDAIE Strategies* a Glossary of Instructional Strategies, *The Japan Association for Language Teaching JALT*, Volume 32, Number 8

¹⁷ Scott Thurnbury, *Loc. Cit.*, p.89

¹⁸ Jane Willis, *A Framework for Task Based Learning* (Malaysia: Longman, 2004), p.38

Practice

a. Pre-task activities

1). *Introduction to topic and task*

- a) Teacher helps students to understand the theme and objectives of the task, the teacher explains the technique that will be used for teaching and learning to the students. In this case, teacher introduce the poster carousel technique in the process of teaching and learning speaking.
- b) Students may do a pre-task, for example, topic-based on the poster or text. Teacher may highlight useful words and phrases, but would not pre-teach new structures.
- c) Students can be given preparation time to think about how to do the task based on the poster or text.
- d) If the task is based on a text, students read a part of it.

b. The task cycle

1). *Task*

- a) The task is done by students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to poster or text that giving by the teacher.
- b) Teacher walks around and monitors, encouraging everyone's attempt at communication in the target language.
- c) Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.

- d) The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.
- e) Success in achieving the goals of the tasks helps Students' motivation.

2) *Planning*

- a) Planning prepares students for the next stage, where they are asked to briefly report to the whole class how they did the task (about the poster or text) and what the outcome was.
- b) Students draft and rehearse what they want to say based on the poster or text.
- c) Teacher goes around to advise students on language, suggesting phrases and helping students to polish and correct their language.
- d) The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.
- e) Individual students often take this chance to ask questions about specific language items.

3) *Report*

- a) Teacher asks some pairs or groups to report briefly to the whole class about their poster so everyone can compare findings, or begin a survey. There must be a purpose for others to listen. Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.

- b) Teacher chairs, comments on the content of group reports, rephrases perhaps, but gives no overt public correction.¹⁹

c. The language focus

1) *Analysis*

- a) Teacher reviews each analysis activity with the class
- b) Teacher brings other useful words, phrases and patterns to students' attention
- c) Teacher may pick up on language items from the report stage
- d) Students do consciousness-raising activities to identify and process specific language features from the poster, text or transcript
- e) Students may ask about other features they have noticed

2) *Practice*

- a) Teacher conducts practice activities after analysis activities where necessary, to build confidence
- b) Students practise words, phrases and patterns from the analysis activities
- c) Students practise other features occurring in the poster, task text or report stage
- d) Students enter useful language items in their language notebooks²⁰

5. The Procedure of the Poster Carousel Technique

There are some procedures by using the poster carousel technique as suggested by Scott Thurnbury²¹:

¹⁹ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), pp.34-36

²⁰ Jane Willis, *Op. Cit.*, p.155

- a. The teacher organizes the students working individually or in pairs or in groups of three.
- b. The teacher prepares a poster on a pre selected theme it may, represent a particular hobby or leisure interest, or it may illustrate aspects of their job, or their biography, or their family, or a trip they have recently been on. Or it may be based on a text they have read.
- c. The teacher gives different poster or article which they then produce in front of their group.
- d. Half of students then stand by their posters while the other circulate, moving from one poster to another poster asking question about each once with a view to get as clear as possible an idea of its content
- e. The teacher asks the students who have been asking a question then stand by their own poster and become the interviewees.

Here are some procedures by using the poster carousel technique that suggested by Angela, Ashley & Mary²²

- a. The teacher involves the students in cooperating group collaboration which divided into group of 5.
- b. The teacher chooses the poster that will be used based on the related topic
- c. The first group of students present their ideas which are contributed to that topic

²¹ Scott Thurnbury, *Loc. Cit.*, p.89

²² Angela, Ashlet and Mary, *Cooperative Learning*, Retrieved: January 22, 2012.
<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>

- d. Poster will travel from each group which each group add to the responses of previous group
- e. Then the interviewee become a presenter

6. The Advantages of the Poster Carousel Technique

The Poster Carousel Technique is a technique which gives learners opportunities to repeatedly use their knowledge of the English language. Task repetition which effective for generating a large number of responses to an issue with various questions related to the topic of the picture. The poster carousel technique is a physically active process to activate students' prior knowledge of a topic through movement and conversation that uses language in the process of task completion, as one way to give learners opportunity to use the language. Which have effects on learners' fluency, accuracy, complexity, learners have the potential to reformulate their own language.²³

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.²⁴ There are several relevant researches which have relevancy to the research especially in speaking area. The research are various, it happens because speaking is a part of ability in studying English. For the the poster carousel technique, the writer chooses three relevant researches which correlate to

²³ Eiko Nakamura, *Loc. Cit.*, p. 2

²⁴ Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: LBSI, 2011), p. 122

writer's research that is used the poster carousel technique, and use the poster as their instrument.

1. The research conducted by Eiko Nakamura "Effect of Task Repetition in "Poster Carousel." He is Students of Kawasaki University of Medical Welfare Tokyo, Japan 2007). He focused his study in speaking ability of japanese that found that task repetition in poster carousel is a good technique in affecting not only the fluency but also the accuracy and complexity of the learner's production.
2. The research conducted by Dewi Aria entitled "The Use of Poster to Increase the Ability of the first year students of SMK Labor Pekanbaru in Writing Descriptive Paragraf." Students of English Study Program Language and Arts Department of University of Riau, 2009. She focused her research on using poster as her instrument in teaching and learning process. She found that there was a significant improvement students' ability in writing descriptive paragraph by using poster. The researcher has the same instrument as the previous research but has the different way in implementation in the classroom and the variables of the research.
3. The research conducted by Dodi Rahmad entitled "The Use of Poster to Increase the Ability of the Second Year Students of SMAN 8 Pekanbaru in Comprehending Narrative Text" Students of English Study Program Language and Arts Department of University of Riau 2011. He found that the use of poster can affect the students' reading comprehension in narrative text.

C. The Operational Concept

The operational concept was used to avoid misunderstanding in carrying out the research in accordance with review of related literature. Therefore, it is necessary to clarify briefly the variables used in this study. The variables used are the teaching techniques applied in the implementation of various methods.

1. The use of the Poster Carousel Technique in teaching speaking as the independent variable, symbolized by “X”.
 - a. The teacher prepares four or five posters, articles or texts that are suitable for the language level and topic of the lesson.
 - b. The teacher organizes the students into groups of four or five students.
 - c. The teacher gives students time to comprehend and understand their poster, article or text that has been given by the teacher.
 - d. The teacher asks one group to present their posters, articles, or texts in front of the classroom and other groups listen to the presenter.
 - e. The teacher asks other groups to ask question related to the topic that has been presented by the first group to get as clearly as possible the idea of its content
 - f. The teacher asks the students who have been asking a question then stand by their own posters and become the interviewees.
2. The students’ speaking ability as the dependent variable is symbolized by “Y”.

The indicators are:

- a. The students are able to state the main idea of the speech

- b. The students are able to provide supporting details of the topic/idea
- c. The students are able to use appropriate words, phrases, or utterances to express the idea
- d. The students are able to use certain language system (grammar) to make well-formed utterances
- e. The students are able to make use of appropriate cohesive devices to create a well-organized speech
- f. The students are able to use appropriate gestures to accomplish the purpose of the speech
- g. The students are able to perform acceptable pronunciation to express understandable utterances.

D. Assumption and Hypothesis

1. Assumption

In general, assumption for this research can be exposed as in the following:

- a. The students' speaking ability is various
- b. The poster carousel technique can improve students' speaking ability in learning English.

2. Hypothesis

- a. Null hypothesis (H_0)

There is no significant effect of using the poster carousel technique toward students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency

b. Alternative Hypothesis (H_a)

There is a significant effect of using the poster carousel technique toward students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The type of this research was experimental research. According to Cresswell, “Experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.”¹ The design of this research was quasi experimental research. intended to find out the effect of using the poster carousel technique toward students’ speaking ability. Furthermore, Gay and Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.²

In conducting quasi-experimental research, the researcher assigns intact groups the experimental and control treatments, using pretest and posttest to both groups, conducting experimental treatment activities with the experimental class only. The first class was used as an experimental class which was taught by the poster carousel technique and another one was used as a control class which was taught by using three phase technique.

¹ Jhon. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, 2008), p.229

² L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice-Hall Inc, 2000), p.367

3 According to Cresswell the type of this research was designed as follows:

Table III.1
The Research Design

Pre and Post – Test Design		Time	
		→	
Select Control Group	Pre – test	No Treatment	Post - test
Select Experimental Group	Pre - test	Experimental Treatment	Post - test

A. The Location and Time of the Research

The location of this research was the State Senior High School 3 Mandau Bengkalis Regency which is located at Jl.Tuanku Tambusai No.42 Telp/Fax (0765) 595316 Balai Makam Duri-Mandau. The research was conducted on May 2012.

B. The Subject and Object of the Research

Based on the title of the research, the subject of this research was the second year students at State Senior High School 3 Mandau Bengkalis Regency. Then, the object of the research was students' speaking ability.

C. The Population and Sample of the Research

The population of this research was the second year students of State Senior High School 3 Mandau Bengkalis Regency in 2011-2012 academic years. It had 15 classes which consisted of 10 classes for natural science and 5 classes for social science. The number of the second year students of State Senior High School 3 Mandau was 608 students. The specification of the population can be seen on the table below:

³ Jhon. W. Cresswell, *Op. Cit.*, p. 314

Table III.2
The Population of the Second Year Students of State Senior High School
3 Mandau Bengkalis Regency 2011-2012

No	Class	Total
1	XI IPA 1	40
2	XI IPA 2	40
3	XI IPA 3	41
4	XI IPA 4	40
5	XI IPA 5	41
6	XI IPA 6	41
7	XI IPA 7	41
8	XI IPA 8	41
9	XI IPA 9	40
10	XI IPA 10	40
11	XI IPS 1	41
12	XI IPS 2	40
13	XI IPS 3	41
14	XI IPS 4	40
15	XI IPS 5	41
Total		608

The technique used in taking the sample was cluster random sampling. Having the sample, the writer used lottery by passing out small roiled paper marked by the sequence name of the class. Then after passing out the paper, the samples for the research were class XI IPA 2 as a control class and XI IPA 9 as an experimental class. The data can be seen in table III.3 as follow:

Table III.3
The Sample of the Research

No	Class	Male	Female	Number of Student
1	XI IPA 2	16	24	40
2	XI IPA 9	17	23	40
Total		33	47	80

D. The Technique of Collecting the Data

In this research, the researcher used oral presentation test to collect the data to find out students' speaking ability. The test was done twice, before and after getting the treatment intended to obtain students' speaking ability of the second years students at State Senior High School 3 Mandau Bengkalis Regency.

The data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students are given pre-test and post-test in oral presentation
- b. The students' speaking was recorded by the researcher and was backed up into CD. Then it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency and comprehension.
- c. The researcher used two raters to score students' speaking ability
- d. The researcher collected and summed up raters' scores to get each students' score.

According to Hughes there were some components that should be considered in giving students' speaking ability score. They were accent, grammar, vocabulary, fluency, and comprehension.⁴ He described the rating as follow:

Table III.4
Speaking Assessment

⁴ Arthur Hughes, *Loc. Cit.*, p.131

a. Accent

Score	Requirement
1	Pronunciation frequently unintelligible.
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3	“foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of “foreign accent”s

b. Grammar

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrase.
2	Constant errors showing control of view major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

c. Vocabulary

Score	Requirement
1	Vocabulary inadequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

Score	Requirement
-------	-------------

1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

Score	Requirement
1	Understand too little for the simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all component is 100. the specification of the test is as follows.

Table III.5
The Specification of the Test

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulay	20
4	Fluency	20
5	Comprehension	20
	Total	100

1. Procedures of collecting data for control class

In control class there were three procudures of collecting data :

a. Pre test

Pre test was given by the teacher before the students were taught by using three phase technique. It was used to know students' ability before being taught by using three phase technique.

b. Teaching by using three phase technique

In this technique, The teacher started by giving topic to the students and then the teacher asked the students to share and telling their ideas in front of the class.

c. Post Test

Post test was given to the students after they were taught by using three phase technique. It was used to know whether the students were able to speak well.

2. Procedures of collecting data for experimental class

In the experimental class, there were three procedures of collecting data:

e. Pre test

Pre test was given to the students before the students were taught by using the poster carousel technique. It was used to measure the students' ability in speaking before they were taught by using the poster carousel technique.

f. Treatment

In treatment, the students were taught by using the poster carousel technique. The teacher explained to the students about the topic, and taught them by using the poster carousel technique. Then, the students were asked by the teacher to present their comprehension about the poster by applying the poster carousel technique.

g. Post test

Post test was a test that was given to the students after they were taught by using the poster carousel technique. It was used to know whether the students could easily speak by using the poster carousel technique or not.

Finally, the result of the test in control and experimental class was compared. By this result the researcher could identify, whether the poster carousel technique was an effective technique that could be used in improving students' speaking ability

Table III.6
Topic of the Teaching Speaking in Each Meeting

No	Meeting	Topic
1	I	Sponges Bob
2	II	The Simpsons
3	III	Corruption
4	IV	Corruption
5	V	Rubbish
6	VI	Rubbish
7	VII	Important of English
8	VIII	Ads in TV Programs

3. The Validity and Reliability of Test

The test used for testing students' speaking ability had to have validity and reliability. The test is said to be valid if it measures accurately what it is intended to measure⁵. There are 4 types of validity, they are content validity, concurrent/criterion validity, predictive validity, and construct validity.⁶ To know the validity of the test, the researcher used construct validity, in construct validity the researcher consult with the expert to discussed the instrument that used in measuring speaking ability of the students. Referring to Setiyadi said that construct validity needs a test that have indicators when doing measurmens.⁷ Sugiono said that to test the construct validity it can used judgment experts based on some components that should be considered in giving students' score.⁸

Table III.7
The Validity of Speaking Test in Control Class

Students	X	Y	X	Y	x ²	y ²	Xy
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⁵Artur Huges, *Loc. Cit.*, p.26

⁶ Elana Shohamy, *A Practical Handbook in Language Testing for the Second Language Teacher* (Israel: Tel-Aviv University, 1985), p.38

⁷ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.25

⁸ Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2012), p.352

Student 1	54	64	3	6	9	36	18
Student 2	62	72	11	14	121	196	154
Student 3	50	62	-1	4	1	16	4
Student 4	56	66	5	8	25	64	40
Student 5	48	54	-3	-4	9	16	12
Student 6	48	52	-3	-6	9	36	18
Student 7	50	56	-1	-2	1	4	2
Student 8	44	52	-7	-6	49	36	42
Student 9	48	54	-3	-4	9	16	12
Student 10	44	54	-7	-4	49	16	28
Student 11	54	56	3	-2	9	4	6
Student 12	54	54	3	-4	9	16	12
Student 13	44	52	-7	-6	49	36	42
Student 14	48	54	-3	-4	9	16	12
Student 15	56	62	5	4	25	16	20
Student 16	44	60	-7	2	49	4	14
Student 17	52	56	1	-2	1	4	2
Student 18	48	52	-3	-6	9	36	18
Student 19	44	54	-7	-4	49	16	24
Student 20	52	54	1	-4	1	16	4
Student 21	44	52	-7	-6	49	36	42
Student 22	58	64	7	6	49	36	42
Student 23	46	52	-5	-6	25	36	36
Student 24	56	54	5	-4	25	16	20
Student 25	46	52	-5	-6	25	36	30
Student 26	58	66	7	8	49	64	56
Student 27	46	56	-5	-2	25	4	10
Student 28	50	54	-1	-4	1	16	4
Student 29	46	52	-5	-6	25	36	30
Student 30	50	58	-1	1	1	1	1
Student 31	54	64	3	6	9	36	18
Student 32	50	56	-1	-2	1	4	2
Student 33	54	62	3	4	9	16	12
Student 34	60	68	9	6	81	36	54
Student 35	48	54	-3	-4	9	16	12
Student 36	64	70	14	12	196	144	168
Student 37	46	52	-5	-6	25	36	30
Student 38	54	64	3	6	9	36	18
Student 39	58	58	7	1	49	1	7
Student 40	48	54	-3	-4	9	16	12
Total	2036	2302	-3	-20	1163	1222	1088

$$\Gamma_{XY} = \frac{\sum_{XY}}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$\Gamma_{XY} = \frac{1088}{\sqrt{(1163)(1222)}}$$

$$\Gamma_{XY} = \frac{1088}{\sqrt{(1421186)}}$$

$$\Gamma_{XY} = \frac{1088}{1192.13}$$

$$\Gamma_{XY} = 0.765$$

The result of analysis of speaking test can be scored as follows:

0.00 – 0.199 is very low

0.20 – 0.399 is low

0.40 – 0.599 is enough

0.60 – 0.799 is high

0.80 – 1.000 is very high⁹

From the result of validity above, it can be concluded that the speaking test is valid because it is in the level of “High”.

Table III.8
The Validity of Speaking Test in Experimental Class

⁹ *Ibid.*, p.231

Students	X	Y	X	Y	x²	y²	Xy
Student 1	56	68	5	3	25	9	15
Student 2	58	76	7	11	49	121	77
Student 3	56	64	5	-1	25	1	5
Student 4	52	68	1	3	1	9	3
Student 5	50	66	-1	1	1	1	1
Student 6	56	58	5	7	25	49	35
Student 7	50	66	-1	1	1	1	1
Student 8	52	64	1	-1	1	1	1
Student 9	60	76	9	11	81	121	99
Student 10	44	62	-7	-3	49	9	21
Student 11	54	66	3	1	9	1	3
Student 12	54	70	3	5	9	25	15
Student 13	54	68	3	3	9	9	9
Student 14	44	62	-7	-3	49	9	21
Student 15	44	60	-7	-5	49	25	35
Student 16	46	64	-5	-1	25	1	5
Student 17	58	70	7	5	49	25	35
Student 18	44	62	-7	-3	49	9	21
Student 19	48	56	-3	-4	9	81	12
Student 20	50	66	-1	1	1	1	1
Student 21	48	66	-3	1	9	1	3
Student 22	58	72	7	8	49	64	56
Student 23	44	62	-7	-3	49	9	21
Student 24	58	64	7	-1	49	1	7
Student 25	54	54	3	-11	9	121	33
Student 26	44	72	-7	8	49	64	56
Student 27	48	64	-3	-1	9	1	3
Student 28	62	70	1	5	1	25	5
Student 29	54	64	3	-1	9	1	3
Student 30	44	58	-7	-3	49	9	21
Student 31	64	82	3	17	9	289	51
Student 32	44	56	-7	-9	49	81	63
Student 33	44	64	-7	-1	49	1	7
Student 34	48	64	-3	-1	9	1	3
Student 35	50	56	-1	-7	1	49	7
Student 36	64	80	3	15	9	225	45
Student 37	44	54	-7	-11	49	121	77
Student 38	54	66	3	1	9	1	3
Student 39	44	64	-7	-1	49	1	7
Student 40	56	58	5	-3	25	9	15
Total	2056	2604	-14	33	1011	1432	965

$$\Gamma_{XY} = \frac{\sum_{XY}}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{XY} = \frac{965}{\sqrt{(1011)(1432)}}$$

$$r_{XY} = \frac{965}{\sqrt{(1447752)}}$$

$$r_{XY} = \frac{965}{1203.2}$$

$$r_{XY} = 0.802$$

The result of analysis of speaking test can be scored as follows:

0.00 – 0.199 is very low

0.20 – 0.399 is low

0.40 – 0.599 is enough

0.60 – 0.799 is high

0.80 – 1.000 is very high

From the result of validity above, it can be concluded that the speaking test is valid because it is in the level of “Very high”.

According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.¹⁰ It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

¹⁰ L. R. Gay and Peter Airasian, *Loc. Cit.*, p.169.

According to Shohamy there are five types of reliability. They are test retest, parallel forms, internal consistency, inter rater and intra rater.¹¹ In this research, to know the reliability of the speaking test, the researcher used inter rater reliability, because the researcher had two raters in order to score the students' speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then, the scores of the rater 1 were correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability will be. The following table describes the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 16.0 Version:

Table III.9
Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	40	40
Rater2	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation is 0.538 correlated to r table, df=78 at level 5 % and 1 %. Because df=78 was not found from the r table, so the researcher took df=80 to be correlated either at level 5% or 1%. At level 5% r table is 0.217, while at level 1% r table is 0.283. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the

¹¹ Elana Shohamy, *Loc.Cit.*, p.38

researcher concluded that there is a significant correlation between score of rater 1 and score of rater 2.

In other words, the speaking test is reliable. The reliability of speaking test is moderate relationship.

R calculation	R table (df=78)
0.538	0.217%), 0.283 (1%)

2. Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes was obtained by using SPSS 16 software. The Mean and Standard deviation of both classes can be seen as follow:

Table III.10
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	Mean	Standard Deviation
Pre-test of Experiment	51.40	6.180
Pre-test of control	50.90	5.396

Then, the writer input the square value of standard deviation (SD^2) into the formula as follows: ¹²

$$Fo = \frac{Sb^2}{Su^2}$$

$$Fo = \frac{6.180^2}{5.396^2} = \frac{38.1924}{29.1168} = 1.31$$

¹² Mubarak. 2009. Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru. Unpublished, p.38

Based on the statistical above, it can be seen that F obtained is 1.31. Then, determining homogeneity of the test, $F_o < F_t$. F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

$$F = (40-1), (40-1) = (39), (39)$$

It means that $N1 = 39$ and $N2 = 39$. Therefore, to look the F table, the writer looks the value of $N1$ and $N2$ at F table. $N1$ value is in the vertical column and $N2$ value is in horizontal column. The value of $N1 = 39$ and $N2 = 39$ is 1.69 at the level of significance 0,05 and the value of $N1 = 39$ and $N2 = 39$ is 2.11 at the level of significance 0,01. Therefore, $1.69 > 1.31 < 2.11$. In other word, F obtained $< F$ table and the test result is homogeny for both classes.

F. The Technique of Data Analysis

In analyzing the data, the researcher used t-test formula. According to Hartono, t-test is one of the statistic test that is used to know whether any or not the effect significant of two samples of mean in two variables.¹³ The data were statistically analyzed by using SPSS 16.0 version.

The t-table is employed to see whether there is a significant effect between the mean score of both experiment and control group. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N1+N2) - 2$ statistically hypothesis:

$$H_a : t_o > t\text{-table}$$

$$H_o : t_o < t\text{-table}$$

¹³ Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p. 171

Ha is accepted if $t_o > t\text{-table}$ or there is significant effect of using The Poster Carousel Technique toward Students' Speaking Ability of the Second Year Students at State Senior High School 3 Mandau bengkalis Regency.

Ho is accepted if $t_o < t\text{-table}$ or there is no significant effect of using The Poster Craousel Technique toward Speaking Ability of the Second Year Students at State Senior High School Bengkalis Regency

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purposes of the research were to find out how the students' speaking ability taught by using three phase technique and taught by using the poster carousel technique, and to find out the significant effect of using the poster carousel technique toward speaking ability. The data were obtained from the students' post-test scores of control and experimental class.

Before treatment (only experimental class), the writer gave pre test to XI IPA 2 and XI IPA 9. In giving test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. It was the topic that being taught at the time and was evaluated by concerning five components of students' speaking ability; pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to the experimental class, the writer used the same format of speaking test for the post-test of the experimental class. While for the control class taught by using three phase technique or no treatments, the writer used the same format of speaking test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the pre-test control class was 2036, while the highest score was 64 and the lowest was 44. The, the total score of the post-test of

control class was 2302. The highest score was 72 and the lowest score was 52. The total score of pre-test of experimental class was 2056, the highest score was 64 and the lowest score was 44. Then, the total score of the post-test of experimental class was 2604. The highest score was 82 and the lowest score was 54.

B. The Data Presentation

The data of the research were obtained from the scores of the students' pre-test and post-test both control and experimental classes. There were two data of students' speaking ability served by the writer. They were the data of students' speaking ability taught by using three phase technique and the data of the students' speaking ability taught by using the poster carousel technique, and they are as follows:

1. Students' Speaking Ability Taught by Using Three Phase Technique

The data of students' speaking ability taught by using three phase technique were gotten from pre-test and post-test of XII IPA 2 as a control class taken as sample of this class (40 students). The data can be seen from the table below:

Table IV.1
The Score of the Students' Speaking Ability Taught

by Using Three Phase Technique

Students	Control Class	
	Pre Test	Post Test
Student 1	54	64
Student 2	62	72
Student 3	50	62
Student 4	56	66
Student 5	48	54
Student 6	48	52
Student 7	50	56
Student 8	44	52
Student 9	48	54
Student 10	44	54
Student 11	54	56
Student 12	54	54
Student 13	44	52
Student 14	48	54
Student 15	56	62
Student 16	44	60
Student 17	52	56
Student 18	48	52
Student 19	44	54
Student 20	52	54
Student 21	44	52
Student 22	58	64
Student 23	46	52
Student 24	56	54
Student 25	46	52
Student 26	58	66
Student 27	46	56
Student 28	50	54
Student 29	46	52
Student 30	50	58
Student 31	54	64
Student 32	50	56
Student 33	54	62
Student 34	60	68
Student 35	48	54
Student 36	64	70
Student 37	46	52
Student 38	54	64
Student 39	58	58
Student 40	48	54
Total	2036	2302

From the table IV.1, the researcher found that the total score of pre-test in control class was 2036 while the highest was 64 and the lowest was 44, and the total score of post-test in control class was 2302, while the highest was 72 and the lowest was 52. It means that the students had little increasing of their speaking ability. The frequency score pre-test and post-test of control class can be seen as bellow:

Table IV.2
The Distribution of Frequency of Students' Pre Test and Post Test Score in Control Class

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
44	6	15 %	44	0	0%
46	5	12.5 %	46	0	0%
48	7	17.5 %	48	0	0%
50	5	12.5 %	50	0	0%
52	2	5 %	52	9	22.5 %
54	6	15 %	54	11	27.5 %
56	3	7.5 %	56	5	12.5 %
58	3	7.5 %	58	2	5 %
60	1	2.5 %	60	1	2.5 %
62	1	2.5 %	62	3	7.5 %
64	1	2.5 %	64	4	10 %
66	0	0%	66	2	5 %
68	0	0%	68	1	2.5 %
70	0	0%	70	1	2.5 %
72	0	0%	72	1	2.5 %
Total	N=40	100%		N=40	100%

Based on the table above, it can be seen that in pre-test there were 6 students who got score 44 (15%), 5 students got score 46 (12.5%), 7 students got score 48 (17.5%), 5 students got score 50 (12.5%). 2 students got score 52 (5%), 6 students got score 54 (15%), 3 students got score 56 (7.5%), 3 students got score 58 (7.5%), 1 student got score 60 (2.5%), 1 student got score 62 (2.5%), and 1 student got score 64 (2.5%). The highest frequency was 7 at the score of 48. The total frequency was 40. While in post-test there were 9 students who got

score 52 (22.5%), 11 students got score 54 (27.5%), 5 students got score 56 (12.5%), 2 students got score 58 (5%), 1 student got score 60 (2.5%). 3 students got 62 (7.5%), 4 students got 64 (10%), 2 students got 66 (5%), 1 student got score 68 (2.5%), 1 student got score 70 (2.5%), and 1 student got score 72 (2.5%). The highest frequency was 11 at the score of 54. The total frequency was 40.

2. Students' Speaking Ability Taught by Using the Poster Carousel Technique

The data of students' speaking ability taught by using the poster carousel technique were also taken from pre-test and post-test of XII IPA 9 as the experimental class taken from the sample of this class (40 students). The data can be seen from the table below:

Table IV.3
The Score of the Students' Speaking Ability Taught by Using the Poster
Carousel Technique

Students	Experimental Class	
	Pre Test	Post Test
Student 1	56	68
Student 2	58	76
Student 3	56	64
Student 4	52	68
Student 5	50	66
Student 6	56	58
Student 7	50	66
Student 8	52	64
Student 9	60	76
Student 10	44	62
Student 11	54	66
Student 12	54	70
Student 13	54	68
Student 14	44	62
Student 15	44	60
Student 16	46	64
Student 17	58	70
Student 18	44	62
Student 19	48	56
Student 20	50	66
Student 21	48	66
Student 22	58	72
Student 23	44	62
Student 24	58	64
Student 25	54	54
Student 26	44	72
Student 27	48	64
Student 28	62	70
Student 29	54	64
Student 30	44	58
Student 31	64	82
Student 32	44	56
Student 33	44	64
Student 34	48	64
Student 35	50	56
Student 36	64	80
Student 37	44	54
Student 38	54	66
Student 39	44	64
Student 40	56	58
Total	2056	2604

From the table IV.3, the writer found that the total score of pre-test in experimental class was 2056 while the highest was 64 and the lowest was 44, and the total score of post-test in experimental class was 2604, while the highest was 82 and the lowest was 54. It means that the students had significant increasing of their speaking ability, and it was not as control class. Besides, the mean of pre test and post test of control class and experimental class also had a big difference. The frequency score of pre test and post test of experimental class can be seen as follows:

Table IV.4
The Distribution of Frequency of Students' Pre Test and Post Test Score in Experimental Class

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
44	11	27.5 %	44	0	0 %
46	1	2.5 %	46	0	0 %
48	4	10 %	48	0	0 %
50	4	10 %	50	0	0 %
52	2	5 %	52	0	0 %
54	6	15 %	54	2	5 %
56	4	10 %	56	2	5 %
58	4	10 %	58	4	10 %
60	1	2.5 %	60	1	2.5 %
62	1	2.5 %	62	4	10 %
64	2	5 %	64	9	22.5 %
66	0	0 %	66	6	15 %
68	0	0 %	68	3	7.5 %
70	0	0 %	70	3	7.5 %
72	0	0 %	72	2	5 %
74	0	0 %	74	0	0 %
76	0	0 %	76	2	5 %
78	0	0 %	78	0	0 %
80	0	0 %	80	1	2.5 %
82	0	0 %	82	1	2.5 %
Total	N=40	100%		N= 40	100%

Based on the table above, it can be seen that in pre-test there were 11 students who got score 44 (27.5%), 1 student got score 46 (2.5%), 4 students got score 48 (10%), 4 students got score 50 (10%), 2 students got score 52 (5%), 6

students got score 54 (15%), 4 students got score 56 (10%), 4 students got score 58 (10%), 1 student got score 60 (2.5%), 1 student got score 62 (2.5%), 2 students got score 64 (5%). The highest frequency was 11 at the score of 44. The total frequency was 40. While in post-test there were 2 students who got score 54 (5%), 2 students got score 56 (5%), 4 students got score 58 (10%), 1 student got score 60 (2.5%), 4 students got score 62 (10%), 9 students got score 64 (22.5%), 6 students got score 66 (15%), 3 students got score 68 (7.5%), 3 students got score 70 (7.5%), 2 students got score 74 (5%), 2 students got score 76 (5%), 1 student got score 78 (2.5%), 1 student got score 82 (2.5%) The highest frequency was 9 at the score of 64. The total frequency was 40.

3. The Data Presentation of the Difference on Students' Speaking Ability between Taught by Using Three Phase Technique and the Class Taught by Using the Poster Carousel Technique

The data of students' speaking score in the pre-test, post-test of control and experimental class. The data were taken from 40 respondents of control and 40 respondents of experimental class. The data can be seen from the following table:

Table IV.5

Students' Speaking Score of Pre-Test and Post-Test of Control and Experimental Class

No	Respondents	Control Class		Experimental Class	
		Pre Test	Post Test	Pre test	Post test
1	Student 1	54	64	56	68
2	Student 2	62	72	58	76
3	Student 3	50	62	56	64
4	Student 4	56	66	52	68
5	Student 5	48	54	50	66
6	Student 6	48	52	56	58
7	Student 7	50	56	50	66
8	Student 8	44	52	52	64
9	Student 9	48	54	60	76
10	Student 10	44	54	44	62
11	Student 11	54	56	54	66
12	Student 12	54	54	54	70
13	Student 13	44	52	54	68
14	Student 14	48	54	44	62
15	Student 15	56	62	44	60
16	Student 16	44	60	46	64
17	Student 17	52	56	58	70
18	Student 18	48	52	44	62
19	Student 19	44	54	48	56
20	Student 20	52	54	50	66
21	Student 21	44	52	48	66
22	Student 22	58	64	58	72
23	Student 23	46	52	44	62
24	Student 24	56	54	58	64
25	Student 25	46	52	54	54
26	Student 26	58	66	44	72
27	Student 27	46	56	48	64
28	Student 28	50	54	62	70
29	Student 29	46	52	54	64
30	Student 30	50	58	44	58
31	Student 31	54	64	64	82
32	Student 32	50	56	44	56
33	Student 33	54	62	44	64
34	Student 34	60	68	48	64
35	Student 35	48	54	50	56
36	Student 36	64	70	64	80
37	Student 37	46	52	44	54
38	Student 38	54	64	54	66
39	Student 39	58	58	44	64
40	Student 40	48	54	56	58
Total		2036	2302	2056	2604

From the table above, it can be seen that there is actually significant difference between students' speaking score of both control and experimental class before and after giving treatment. It can also be seen from the difference of the score in the control and experimental class.

4. The Data Presentation of the Effect of Using the Poster Carousel Technique toward Students' Speaking Ability

The following table is the description of pre-test and post-test of control class and experimental class.

Table IV.6
Students' Pre-Test and Post-Test of Control Class and Experimental

No	Respondents	Control Class		Gain	Experimental Class		Gain
		Pre Test	Post Test		Pre test	Post test	
1	Student 1	54	64	10	56	68	12
2	Student 2	62	72	10	58	76	18
3	Student 3	50	62	12	56	64	8
4	Student 4	56	66	10	52	68	16
5	Student 5	48	54	6	50	66	16
6	Student 6	48	52	4	56	58	2
7	Student 7	50	56	6	50	66	16
8	Student 8	44	52	8	52	64	12
9	Student 9	48	54	6	60	76	16
10	Student 10	44	54	10	44	62	18
11	Student 11	54	56	2	54	66	12
12	Student 12	54	54	0	54	70	16
13	Student 13	44	52	8	54	68	14
14	Student 14	48	54	6	44	62	18
15	Student 15	56	62	6	44	60	16
16	Student 16	44	60	16	46	64	18
17	Student 17	52	56	4	58	70	12
18	Student 18	48	52	4	44	62	18
19	Student 19	44	54	10	48	56	8
20	Student 20	52	54	2	50	66	16
21	Student 21	44	52	8	48	66	18
22	Student 22	58	64	6	58	72	14
23	Student 23	46	52	6	44	62	18
24	Student 24	56	54	-2	58	64	6
25	Student 25	46	52	6	54	54	0
26	Student 26	58	66	8	44	72	28
27	Student 27	46	56	10	48	64	16
28	Student 28	50	54	4	62	70	8
29	Student 29	46	52	6	54	64	10
30	Student 30	50	58	8	44	58	14
31	Student 31	54	64	10	64	82	18
32	Student 32	50	56	6	44	56	12
33	Student 33	54	62	8	44	64	20
34	Student 34	60	68	4	48	64	16
35	Student 35	48	54	6	50	56	8
36	Student 36	64	70	6	64	80	16
37	Student 37	46	52	6	44	54	10
38	Student 38	54	64	10	54	66	12
39	Student 39	58	58	0	44	64	20
40	Student 40	48	54	6	56	58	2
Total		2036	2302	262	2056	2604	548

From the table above, it can be seen that there is actually significant effect between the gain of pre-test and post-test in class and pre-test control class and post-test in experiment. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Students' Speaking Ability Taught by Using Three Phase Technique

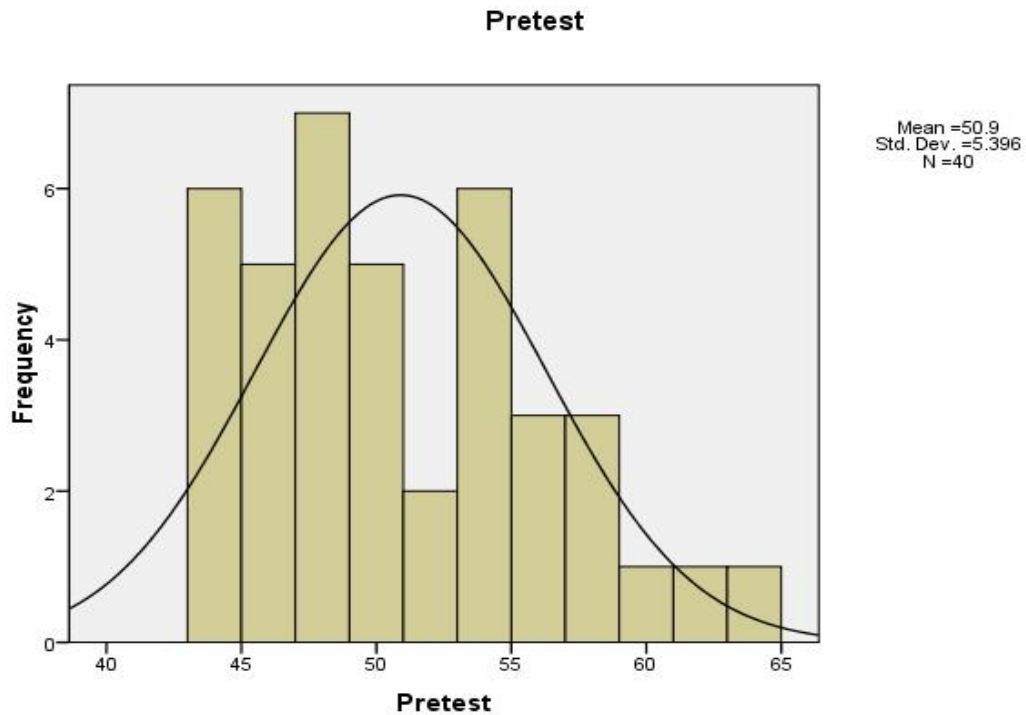
The data of the students' pre-test and post-test scores in control class were obtained from the result of their speaking ability by using Three Phase technique. It can also be seen that the total frequency was 40 and the total scores was 2036 so that Mean (M_x) and Standard Deviation (δ) was obtained by using SPSS 16 as follows.

Table IV.7
Mean and Standard Deviation of Students' Pre-Control Score

Mean	50.90
Standard Deviation	5.396

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) was too far. In other words, the scores obtained were normal.

Histogram IV.1
Pre-Control Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

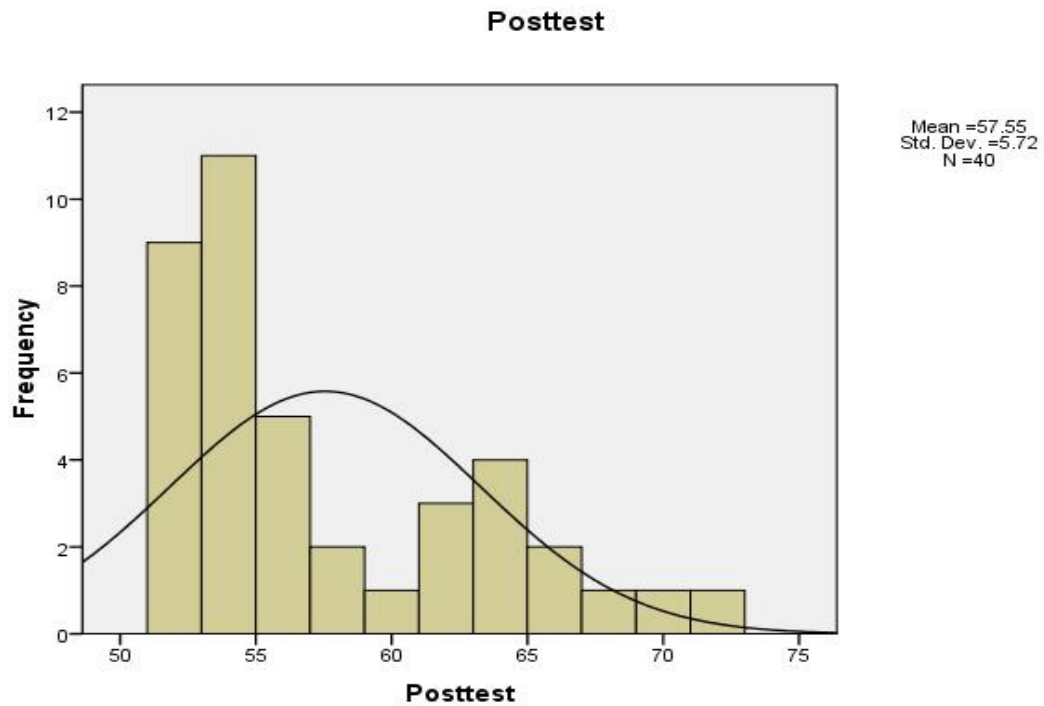
While for score of post-test of control class, the total frequency was 40 and the total scores was 2302, so that Mean (M_x) and Standard Deviation (δ) was obtained by using SPSS 16 as follows.

Table IV.8
Mean and Standard Deviation of Students' Post-Control Score

Mean	57.55
Standard Deviation	5.720

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) was too far. In other words, the scores obtained were normal.

Histogram IV.2 Post-Control Histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

2. The Data Analysis of Students' Speaking Ability Taught by Using the Poster Carousel Technique

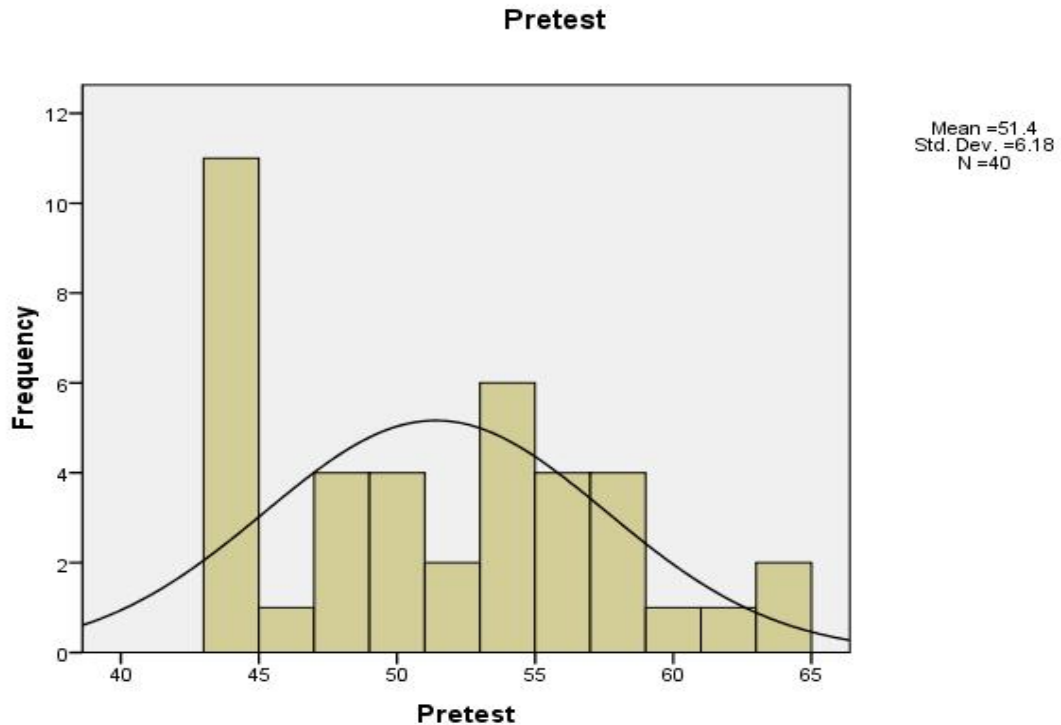
The data of students' pre-test and posttest scores in experimental class were obtained from the result of their speaking ability by using the poster carousel technique. It can also be seen that the total frequency was 40 and the total scores was 2056, so that Mean (M_x) and Standard Deviation (δ) was obtained by using SPSS as follows.

Table IV.9
Mean and Standard Deviation of Students' Pre-Experimental Score

Mean	51.40
Standard Deviation	6.180

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

Histogram IV.3
Pre-Experimental Histogram



From the histogram above, it can be seen that the histogram is almost normal.

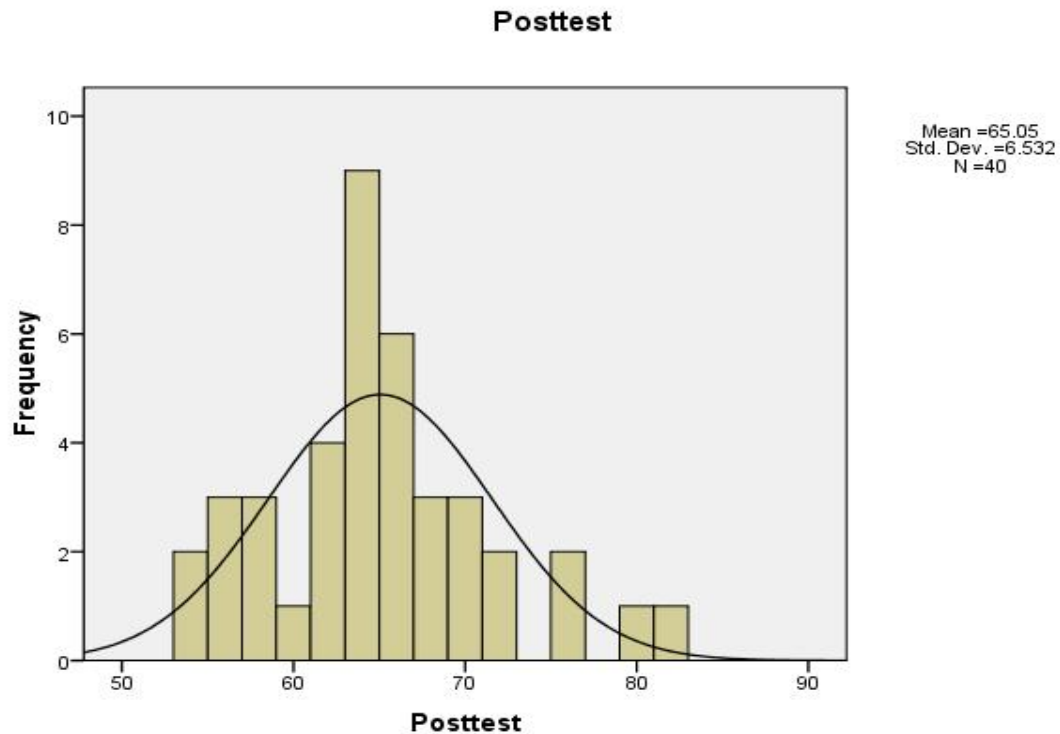
While for score of post test, the total frequency was 40 and the total scores was 2604, so that Mean (M_x) and Standard Deviation (δ) was obtained by using SPSS 16 as follows.

Table IV.10
Mean and Standard Deviation of Students' Post-Experimental Score

Mean	65.05
Standard Deviation	6.532

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

Histogram IV.4 Post-Experimental Histogram



From the histogram above, it can be seen that the histogram is almost normal.

3. The Data Analysis of Significant Difference on the Students' Speaking Ability between the class Taught by Using Three Phase Technique and Taught by Using the Poster Carousel Technique

From the table of students' speaking score in data presentation, the calculation of total score of control class in pre-test is 2036 and total score of control class in post test is 2302. While the calculation of total score of experimental class in pre-test is 2056 and the total score of experimental class in post-test is 2604.

To find out the data analysis of the difference of the students' speaking ability between the students that is not taught and that is taught by using the poster

carousel technique, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

Table IV.11
Group Statistics

Postexp		N	Mean	Std. Deviation	Std. Error Mean
Postcont	1	40	65.05	6.532	1.018
	2	40	57.55	5.720	1.030

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 40 students; while for the experimental class consisted of 40 students. The mean of control class was 57.55, and mean of experimental class was 65.05. Standard deviation from control class was 5.72, while standard deviation from experimental class was 6.532. Standard error mean from control class was 1.018, and experimental class was 1.030.

Table IV.12
Independent Sample T-Test

	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Postcentrl Equal Variances Assumed	.644	.425	6.146	78	.000	8.900	1.448	6.017	11.7883
Equal variances not assumed			6.146	77.988	.000	8.900	1.448	6.017	11.7883

From the table Independent-Sample T-test shows that the t-test result is 6.146, it's df is 78.0.000, mean difference is 8.900, standard error is 1.448, the lower interval is 6.017 and the upper difference interval is 11.7883.

1. By comparing t_o (t-obtained) to t table. from $df=80$, it is found that the level significance of 5 % is 1.99 and the level of significance of 1 % is 2.64. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.
2. By orienting the number of significance. It probably is > 0.05 , null hypothesis (H_o) is accepted. If probably is < 0.05 , alternative hypothesis (H_a) is accepted.

Based of score of t-obtained gathered from SPSS 16, it shows that t_o is higher from t-table. The finding of t_o 6.146 while the level of significant of 5 % is 1.99 and the level of significant of 1% is 2.64. It can be read that $1.99 < 6.146 > 2.64$. Thus, the researcher can conclude that H_a is accepted and H_o is rejected. In other word, there is significant difference of using the Poster Carousel Technique toward Speaking Ability of the Second Year Students at State Senior high School 3 Mandau Bengkalis Regency.

4. The Data Analysis of the Effect of Using the Poster Carousel Technique toward Students' Speaking Ability

To identify the level of the effect of the poster carousel technique toward speaking ability of the second year, it was done by calculating coefficient (r^2) by using formula : ¹:

¹ Ridwan. *Rumus dan Data dalam Analisis Statika*. (Bandung : Alfabeta, 2008). p.125

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{6.146^2}{6.146^2 + 80 - 2}$$

$$r^2 = \frac{37.77}{115.77}$$

$$r^2 = 0.3278$$

To find out the percentage of coefficient effect (K_p), it used the following fomula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.3278 \times 100\%$$

$$K_p = 32.78 \%$$

From the result of the percentage of coefficient effect above, it can be seen that the poster carousel technique contributed 32.78% for students' speaking ability.

Based on the analysis data about the students' speaking ability, it showed that the mean of the students' speaking ability by using the poster carousel technique was higher than mean of the students' speaking ability by using three phase technique.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency taught by using three phase technique had lower score. It is caused by different treatment that used in teaching and learning process.
2. The students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency taught by using the poster carousel technique had higher score.

3. There is significant difference on the students' speaking ability between the class taught by using three phase technique and the class taught by using the poster carousel technique of the second year students at State Senior High School 3 Mandau Bengkalis Regency.
4. There is significant effect of using the poster carousel technique toward speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reffering to the data analysis and data presentation in the chapter IV, finally the researcher concludes that the answer of the formulation of the problem:

1. Students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency taught by using three phase technique is lower than using the poster carousel technique.
2. Students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency taught by using the poster carousel technique is higher than using three phase technique.
3. The mean of students' speaking ability taught by using three phase technique is different from students' speaking ability taught by using the poster carousel technique of the second year students at State Senior High School 3 Mandau Bengkalis Regency
4. The poster carousel teachnique gives significant effect toward students' speaking ability of the second year students at State Senior High School 3 Mandau Bengkalis Regency. It can be seen from the result of the percentage of coefficient effect.

B. Suggestion

Considering the result of this study, the writer would like to propose some suggestions. They are as follows:

1. Suggestion for Teachers

- a. To build up of creative and enjoyable learning for students in order to make students feel interested and not bored in doing their speaking exercises or tasks should be developed by English teacher, for example, by using the poster carousel technique
- b. Teacher should support his/her teaching technique or strategy by using interesting and representative media. Teacher involve the students to speak English and build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for Students

- a. The students should pay more attention to the lesson that has explained by the teacher
- b. The students should be creative and more motivated to speak and improve their speaking ability
- c. The students make such kinds of opportunities to practice English.

3. Suggestion for the other researchers:

- a. The researchers are expected to find new strategies, techniques, methods, and approaches in order to make students feel joyful in learning English.

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